DOCUMENT RESUME

ED 408 927 HE 030 272

AUTHOR	Sandler, Bernice Resnick; Hoffman, Ellen
TITLE	Teaching Faculty Members To Be Better Teachers. A Guide to Equitable and Effective Classroom Techniques.
INSTITUTION	Association of American Colleges and Universities, Washington, DC.
SPONS AGENCY	Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE	Feb 92
NOTE	21p.; A companion videotape, also part of the program, is not available from EDRS.
AVAILABLE FROM	Association of American Colleges & Universities, 1818 R St. N.W., Washington, DC ($5); Companion videotape available from: NAK Productions, 1422 Fenwick Lane, Silver Spring, MD 20910 ($195 plus $5 shipping and handling).
PUB TYPE	Guides - Non-Classroom (055) -- Tests/Questionnaires (160)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Check Lists; Classroom Techniques; *College Faculty; *College Instruction; Educational Strategies; Females; Higher Education; Inservice Teacher Education; Instructional Materials; Role Playing; *Sex Bias; Sex Fairness; Sex Stereotypes; Sexism in Language; Teacher Effectiveness; *Teacher Workshops; Teaching Guides; Teaching Methods

ABSTRACT

This guide is intended to be used with a videotape in conducting a campus workshop for faculty on equitable and effective teaching techniques. Part 1 of the material covers the minutiae of conducting a campus workshop such as planning, location, schedule, handouts, facilitators, step-by-step instructions, and evaluation. Included are a sample invitation letter, checklists of the materials needed for the workshop, a list of agenda points, a gender communications quiz, suggestions for role playing, a list of strategy overview points, and evaluation tips. Also included are two optional exercises; one dealing with the "chilly classroom" and the other with gender issues. Part 2 discusses how to recognize and deal with inequitable and inadvertent behaviors, and the effect of differential treatment. It suggests ways to warm up a chilly climate and to help teachers become more effective. Also included are two checklists to assess faculty member behavior; a humorous one on how to discourage women from participating in class and the other listing ten ways to encourage women to talk in class. (Contains 31 reference notes and 14 suggested readings.) (CH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 408 927

AAC&U

TEACHING FACULTY MEMBERS TO BE BETTER TEACHERS

A Guide to Equitable and Effective Classroom Techniques

by Bernice Resnick Sandler
and Ellen Hoffman

NE030 272

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY
Association of American Colleges & Universities

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) 2

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

ABOUT THE AUTHORS

Bernice Resnick Sandler is a senior associate at the Center for Women Policy Studies in Washington, D.C. Ellen Hoffman is a Washington-based free-lance writer with extensive experience in writing about education policy.

ACKNOWLEDGMENTS

This guide grows out of the 1982 report, *The Classroom Climate: A Chilly One for Women?*, written by Roberta M. Hall and myself. As I traveled around the country speaking at a great number of colleges about the chilly climate in the classroom, I saw that many more institutions wanted to hold workshops about the chilly climate than I could visit. American University professors Myra and David Sadker, who also do workshops on this issue, agreed, and we decided to design a guide so colleges and universities could develop workshops without having to invite outside experts.

With funding from the Lilly Endowment Inc., we designed a model, low-cost workshop that has been field-tested with faculty members at Georgetown University in Washington, D.C. A videotape, *Breaking the Silence: Equity and Effectiveness in College Teaching*—also developed in part by the Lilly funding—is available for use with this guidebook (see ordering information below).

My appreciation goes to Anne D. Sullivan, assistant dean of the College of Arts and Sciences at Georgetown University, for allowing AAC to test the workshop there, and to both her and the attendees for their helpful comments about the workshop. Ellen Hoffman deserves substantial praise for translating the workshop activities into a coherent written plan. Myra and David Sadker provided considerable help throughout the life of the project. They, along with Roberta M. Hall, Margaret C. Dunkle, and Catherine Krupnick, reviewed the guide and provided comments and assistance. Thanks, too, to Sue Rosser, who provided additional exercises for the workshop.

Although the Sadkers and I continue to do workshops about the chilly classroom climate, we hope that the guide will stimulate many schools to conduct their own workshops so that faculty members across the nation will use more effective teaching techniques not only for women, but for all students.

BERNICE RESNICK SANDLER February 1992

To order *Breaking the Silence: Equity and Effectiveness in College Teaching*, contact NAK Productions, 1422 Fenwick Lane, Silver Spring, Md. 20910; 301/565-0355. The videotape is $195, plus $5 for shipping and handling (price current at time of publication). Please allow 3–5 weeks for delivery.

Part One

HOW TO CONDUCT A CAMPUS WORKSHOP

Awareness and training: These are the keys to helping your campus achieve a more effective and equitable classroom environment.

Awareness about the classroom climate—particularly the classroom climate for women—first surfaced nationally as a result of the Roberta M. Hall's and Bernice R. Sandler's 1982 report, *The Classroom Climate: A Chilly One for Women?*[1] Since then, awareness of the chilly climate has increased significantly.

Myra and David Sadker, educational researchers at American University in Washington, D.C., have documented inequities in classrooms from the elementary through the postsecondary level. They have concluded: "This is a problem with a solution." Their work shows that most instructors are unaware that they treat women and men differently in the classroom and that when they become aware of the problem, they can be trained to solve it.[2]

The first section of this guide provides information and step-by-step planning for conducting a workshop to help faculty members create a classroom climate that is conducive to more effective teaching, and therefore, more effective learning on the part of all students. The guide builds on the research about differential treatment of men and women in classrooms and provides information on techniques that have been used successfully to improve equity and interaction in the classroom. *Breaking the Silence: Equity and Effectiveness in College Teaching*, a videotape that demonstrates classroom behaviors, has been developed for use in the workshop (see the inside front cover of this guide for ordering information).

The information and exercises the guide contains can help teachers assess not only how they may treat male and female students differently but also how their classrooms can become more equitable for all students, whether they are male, female, minority, disabled, or older. These workshops for preparing teachers for equitable and effective classrooms can be helpful to almost any institution in creating a warmer, more equitable learning environment for all students.

The material is organized into the following categories:

Planning the workshop
- The basics: location, size, schedule, handouts, facilitators
- Invitation letter
- Checklist: what you'll need to conduct the workshop
- Materials to include in workshop packets
- Agenda

Workshop content/plan/guide: a step-by-step plan
- Questions to use with role-play
- Overview of strategies
- Workshop evaluation
- Tips for facilitators

Additional, optional exercises

The second section addresses awareness of the problem by providing information and research findings to familiarize campus officials, faculty members, students, and workshop facilitators with chilly climate issues. It summarizes classroom climate issues and can be distributed prior to or at the workshop. A selected list of readings at the end of the guide will serve as a resource.

PLANNING THE WORKSHOP

The Basics

Location: Choose a convenient campus site with facilities for showing videotapes, a blackboard or flip charts, and a seating arrangement that allows participants to take notes comfortably.

Size: Because the effectiveness of the workshop depends partly on interaction among the participants and between the participants and facilitator(s), this workshop works best with at least fifteen persons but no more than about forty. If more want to participate, consider scheduling two separate workshops.

Schedule: Ideally, schedule the workshop from 9:30 A.M.–12 P.M. and 1–3:00 P.M. Provide an informal lunch between 12 and 1:00 P.M. to encourage participants to continue the discussion during the break. If it is not possible to devote this much time, schedule the workshop for three and a half hours—1–4:30 P.M., for example—with a fifteen-minute break for coffee and soft drinks. (See model agenda, p. 3.)

The workshop may be set up as a special event or included in the agenda of a retreat or regular faculty meeting.

Handouts: Compile a package of materials to be distributed at the workshop. It should include an agenda and background material on the issue (articles, research, bibliographies, and so on). Part Two of the guide, "Warming the Chilly Classroom Climate" can be included or distributed prior to the workshop.

Order the video: See the inside front cover of this guide for ordering information.

Facilitators: Options for the workshop format outlined here include:

One facilitator plus a drama student or faculty member to assist with a role-playing exercise or

Two facilitators, one of whom conducts the role-playing exercise.

The facilitator may be a member of the campus community who is knowledgeable about and respected for having a command of the issues. If funds are available, you may wish to hire an outside consultant whose credibility is less likely to be compromised by existing roles or relationships on campus. Before agreeing to conduct the workshop, the facilitator(s) should review the videotape.

Invitation Letter: To maximize the legitimacy of the workshop, send potential participants a personal invitation from a high-ranking member of the college—ideally, the president (see right). Depending on the proposed scope of participation, other alternatives might be to send the letter from the provost or dean or department chair.

Those invited may include a range of members of the faculty and administration: all faculty, a selected list of faculty members of a department or division, and so on. Teaching assistants may also be invited, or alternatively, separate workshops may be conducted for them. Send the letter with enough advance notice—three or four weeks—to ensure that participants can fit it into their schedules.

A Checklist: What You'll Need to Conduct the Workshop

Make sure that you have the following items on hand for the workshop:

_____ Workshop agenda (enough copies for participants)
_____ Packet of background materials (including pad for note-taking) for all participants
_____ VCR and monitor
_____ Videotape
_____ Flip chart with marking pens or blackboard with chalk and eraser
_____ Packet of background materials for each participant
_____ Index cards (3" x 5") for use with one of the optional exercises.

Materials to Include in Workshop Packet

- Workshop agenda
- Part Two of this guide, "Warming the Chilly Classroom Climate."
- Selected articles, such as:
  - Catherine G. Krupnick, "Women and Men in the Classroom: Inequality and Its Remedies," *Teaching and Learning*, Vol. 1, No. 1 (May 1985): 18.
  - Roberta M. Hall and Bernice R. Sandler, *The Classroom Climate: A Chilly One for Women?*, (Washington, D.C.: Project on the Status and Education of Women, Association of American Colleges, 1982).
  - Bernice R. Sandler and Roberta M. Hall, *The Campus Climate Revisited: Chilly for Women Faculty, Administrators, and Graduate Students*, (Washington, D.C.: Project on the Status and Education of Women, Association of American Colleges, 1986).

DRAFT INVITATION

Dear_____:

As you know, this institution is strongly and officially committed to fair, equitable treatment of all members of the campus community, regardless of gender, race or ethnic origin, both inside and outside the classroom. Our policies reflect this goal.

Many of you have noticed and been concerned about the lower class participation of large numbers of women students and often, others as well. In response to this concern, I am writing to invite you to participate in a useful workshop called "Equitable and Effective Classroom Techniques," from 10 A.M. to 3 P.M. on Wednesday, October 13, in Johnson Hall. Lunch will be provided for participants.

The purposes of the workshop are to:

- provide information about research that shows that many faculty members inadvertently treat male and female students differently in the classroom, such as calling on and encouraging the men to participate and discouraging the women from doing so
- show that such behaviors can have long-term negative effects on women, undermining their self-esteem, affecting their choice of courses and careers, and limiting their career aspirations; they also detract from the richness of the educational process for men students and the community as a whole
- assist participants in identifying and becoming aware of these behaviors
- provide specific strategies for improving equity and effectiveness in classroom teaching

Similar workshops that have been held on campuses throughout the country have received positive responses from faculty members who appreciated learning about these proven classroom techniques and have integrated them into their own teaching successfully. Many of these techniques enhance teaching in general and contribute to a more equitable climate not only for women, but also for all students, including those who are members of racial and ethnic minorities or are older or disabled.

The workshop will be conducted by _____ _____, who is _____.

I hope you will be able to attend. Please call us to say yes or no at _____ (phone number).

Sincerely,

Sara Jones, President

☐ Selected list of readings (see page 17)
☐ "An Overview of Strategies for Encouraging Women to Participate More in the Classroom" (see page 7)
☐ Notepad or blank paper for note-taking

Workshop Agenda
This is a proposed agenda for your workshop. Details about important points to make, the facilitator's role, and use of the videotape are described in the next section.
1. Greetings and introduction of facilitator(s)
2. Introductory remarks: purpose and agenda for the workshop
3. Gender communications quiz
4. Language: differences in style between the sexes
5. Analysis of the college classroom (video exercise)
(Lunch or Coffee Break)
6. Classroom interactions: what we have learned
7. Role play: how men and women are treated differently in the classroom
8. Strategies for equitable and effective teaching
9. Questions, discussion, and wrap-up

CONDUCTING THE WORKSHOP: A STEP-BY-STEP GUIDE

1. ***Greetings and Introduction of Facilitator(s):*** Invite a high-level campus official, preferably the person who has convened the workshop and issued the invitations, to open the program. Make sure that the introduction of the facilitator(s) gives the participants information about the facilitator's(s') expertise and credentials for conducting the workshop.

2. ***Introductory Remarks:*** This five-to-ten minute opening by the facilitator should set the tone for the activities by introducing the topic, explaining the purpose of the workshop and summarizing the agenda. Points to cover include:
☐ Research on many campuses, in numerous classrooms with many different instructors, shows that many faculty members—male and female—engage in subtle behaviors that discourage women students from participating fully.
☐ Many of these behaviors—such as calling on male students more often than female students—are inadvertent, probably the result of our own long-term conditioning in school and in society. Even those most committed to equity may engage in these behaviors.
☐ Research shows that such behaviors can have serious short- and long-term effects on women, including discouraging them from participating in class or enrolling in certain courses, undermining their self-esteem, and limiting their career aspirations.
☐ These problems may be exacerbated for women minority students; in many classrooms, they are the last to be called on or recognized, and sometimes they are virtually ignored. Many of these behaviors also may be manifested toward minority men, older or disabled students, or working-class students.
☐ These behaviors also harm male students by reinforcing their stereotypes about women, which in turn may translate into behavior that causes problems in future professional relationships.
☐ The educational process as a whole also suffers because students are denied a wider, richer range of views and interactions in the classroom.
☐ The purposes of workshop are:
- to learn about research on teaching effectiveness and classroom interactions
- to help faculty members analyze their classroom behaviors
- to learn how to encourage all students to participate fully in the classroom.

☐ Additionally, tell participants that at the end of the workshop they will receive a packet of background information, including articles and a selected list of readings that include some of the research on which the workshop is based. (This information should include Part Two of this guide, "Warming the Chilly Classroom Climate.")
☐ Distribute the agenda and describe each activity.
☐ Invite participants to ask questions about the purpose or agenda of the workshop.

3. ***Gender Communications Quiz:*** This warm-up exercise introduces some of the key concepts to be discussed and stimulates participants to think about them. Here are the steps:
☐ On a blackboard or easel write out the following statements or other questions that will help highlight perceptions about gender differences in communication:
- Men generally talk more than women: They take more turns at talking, talk longer, and are less likely to remain totally silent.
- Men and women often have different speaking styles.
- Women exert more control over the topic of conversation.

☐ Instruct participants to arrange their seating into groups of about five or six persons.
☐ Ask the small groups to spend a total of ten minutes discussing and reaching a consensus about whether each statement on the board is true or false. Ask each group to appoint a "reporter" who will convey the results of the discussion to the entire group.
☐ Explain some caveats: The answers to the questions are based on research on how men and women communicate in various social situations, but most of the studies are based on white, middle-class subjects. Little information is available on how members of various racial and ethnic groups communicate, either within their own group or

BEST COPY AVAILABLE

with members of other groups.

After approximately eight minutes, instruct the groups that if they have not reached a consensus on the answers, they should take a vote.

Two minutes later, ask the reporter for each small group to tell the entire group of participants the results of their discussion.

Record the results of each group's deliberations on the blackboard or flip chart in the following manner:

Question Number	1	2	3
Group One	T	F	T
Group Two	T	T	T
Group Three	F	F	F
CORRECT ANSWERS:	T	T	F

Discuss the results. For each question:

- Tell the group whether the answer is true or false.
- Briefly report on some research that forms the basis for the answer; provide a reference to additional relevant material in the handout. (Primary source: *The Classroom Climate*. See also Deborah Tannen's *You Just Don't Understand* for an overview.)

This discussion may be interactive; the facilitator can encourage participants to explain why they voted true or false or share interesting points that arose in their small-group discussion.

4. ***Language: Differences in Style Between the Sexes:*** The purposes of this section of the workshop are to present a brief summary of research findings about gender differences in communication styles and identify the consequences of these differences in speaking and nonverbal behavior. (Uses pages 9ff, "Women's Speech and Women's Silence," and pages 3ff, "How a Chilly Climate for Women Affects All Students," in *The Classroom Climate*; and *You Just Don't Understand* as resources for this discussion.)

The facilitator may begin by asking participants if they have noted any differences in the speaking patterns of men and women, either in society in general or in classrooms. List these on the blackboard or flip chart.

The facilitator then should present these points:

- Some features of speech occur more often in the speech of men than women or vice versa. This does not mean that all men or all women speak the same way all the time, but researchers have identified certain characteristics that predominate in one sex or the other. (These might also be listed on the board, identified by a word or two such as "hesitate.")
- Women often hesitate and make false starts. ("I think...I was wondering.")
- Women's voices often go up at the end of a sentence.
- Women are more likely to use "qualifiers." ("Don't you think that maybe, sometimes...)
- Women are more likely to use "tag questions." ("This is really important, don't you think?")
- Women often apologize. ("I'm probably wrong...")
- Women's verbal comments may be accompanied by nonverbal behaviors, including averting their eyes or smiling inappropriately (especially when dealing with men or persons of authority).

These verbal and nonverbal behaviors may give the impression that the speaker lacks self-confidence and is not bright enough to make a meaningful contribution to discussion. In academe and in most of our social exchanges, assertive speech and gestures are valued. Men are more likely than women to speak assertively, to rush to answer a question or to use assertive gestures—such as pointing—to underscore what they are saying.

Ask participants: "What happens if women adopt this male style of speaking ?" (They may be labeled "hard" or "difficult," "bitchy" or "castrating.") Because of their speech style, women may face a double bind: Women who speak tentatively may be seen as less competent. Women who speak more assertively may be seen as "not feminine."

There is evidence that women's speech style encourages others to speak and encourages collaborative efforts. Instead of: "We should have a committee," a woman might say: "What do you think? Should we form a committee?"

Thus classroom (and other social) communication could be improved if we all learn to speak both ways, using "men's" and "women's" styles when appropriate and make a conscious effort to evaluate what a speaker is saying based on the content, not on the style of speech or gestures of the speaker.

5. ***Analysis of the College Classroom:*** This portion of the workshop uses a videotape of an instructor conducting a class as the basis for discussing and developing an understanding of the types of interactions that occur in this setting. (If the video is not used, proceed to the role-play exercise. However, many of the questions used in the video could be used with the role-play.)

Explain that the videotape contains a staged depiction of a classroom discussion, designed to illustrate some key points about interactions between the instructor and the students.

Show the first portion of the videotape, which depicts an instructor conducting a classroom discussion of "expectations theory"—how our expectations of performance, whether by rats in a maze or students in a classroom, affects the performance outcome.

Ask the participants to observe the classroom interactions in the videotape closely.

After the tape has been shown ask the participants:

- Do you think that the instructor conducted this class in a

fair and equitable way?

- What behaviors did you observe that made the way this discussion was conducted fair or unfair, equitable or inequitable? (Write these behaviors on the flip chart or blackboard as the participants list them.)
- Did you see any examples of the differences in language styles of men and women that we discussed earlier?
- Do these behaviors happen to other groups of people, such as minority men, disabled, older, or working-class persons? Yes. There is some research and a great deal of anecdotal evidence suggesting that groups or individuals who are devalued are more likely to be treated this way.

Tell participants that it's time for a (lunch or coffee) break. Remind them of the purposes of the post-break agenda items.

6. ***Classroom Interactions: What We Have Learned:*** The purpose of this section of the workshop is to pull together and present research findings about the dynamics of classroom discussion.[1]

Play the rest of the videotape. In it, the narrators summarize and raise questions about the previously shown classroom scene; they also describe and explain research and concepts including:

- the three "classes" in a classroom
- which students are most likely to be asked and to respond to questions
- "wait time" and how it can be used to stimulate better classroom discussions
- the ways an instructor can respond to a student.

Ask the group which practices or concepts described in the videotape were new or most interesting to them.

7. ***Role-Play: How Men and Women Are Treated Differently in the Classroom:*** By providing a "live" enactment of interaction in a college class, this role-playing exercise further sensitizes participants to the ways men and women are treated differently and prepares the way for a discussion of strategies for eliminating these differences.

Although this exercise can be conducted by the facilitator, it might be particularly effective if a drama student or a faculty member from the drama department is asked to play the role of the instructor. (The "instructor" should read *The Classroom Climate* prior to the workshop.) Here's how to conduct the role play:

Explain that the teaching situation has been simplified to highlight the behaviors.

Line up four chairs in a row facing the group (as if on a stage).

Request four members of the workshop—two men and two women—to volunteer to participate.

Tell each volunteer in which chair to sit. Segregate them by sex so that there are two women, then two men.

The "instructor" should ask the "students" to turn in their homework assignments. Walk down the line of chairs, picking up and looking at the "homework" and commenting on it—complimenting women for neat typing, asking a male student why he doesn't have his homework and then telling him that it's okay to turn in his assignment late.

Lead a classroom "discussion" on a topic such as the American Revolution; see the box on page 6 for possible questions. In choosing a discussion topic, keep the content simple and well-known so that content questions do not interfere with the purpose of the exercise. The topic chosen should reflect an appropriate discipline. If current events are used, care should be taken to avoid controversy in the role-play in order not to detract from the observation of the teaching process.

While leading the "discussion," the "instructor" should exhibit as many as possible of the following behaviors in order to demonstrate how some faculty members treat men and women differently:

- calling on male students most of the time
- interrupting female students
- standing in front of and addressing the "male" side of the classroom
- asking female students an easy question; asking male students a hard question that requires higher-order thinking. (To a female: "What year did the Revolution begin?" To a male: "What were the causes of the Revolution?")
- praising male students lavishly when they are right or even when they get only part of the answer right
- saying "uh-huh" or "okay" when female students answer correctly
- coaching a male student who is fumbling for the answer ("Now, just say that a little differently.... Remember the example in the first article assigned for homework today? Tell me more about that.")
- using the generic "he" or "mankind" to encompass males and females
- if women's issues are raised, poking fun at or denigrating them
- calling on male students to answer questions before females (or males) even can raise their hands
- looking at male students when asking the class a question
- staring out the window, shuffling papers, or looking bored when female students talk but making eye contact with the men when they speak
- using only male examples of heroes or leaders
- speaking in sports analogies
- focusing discussion on "masculine" topics such as weapons or war tactics
- excluding women from participating with comments such as, "You women are probably bored with this" or: "When you were a boy did you...?")
- calling women by their first names; calling men "Mister"
- standing closer to the male students.

After the role play ask all workshop participants to list examples of how men and women were treated differently by the "instructor." List the examples on the flip chart or blackboard.

Ask the four "students" in the role play how they felt or what they thought at specific points during the exercise. What did a woman student think or feel when the instructor cut her off in mid-sentence? What did a male student think or feel when the instructor coached him? Did they feel good or bad about themselves when other specific behaviors (listed above) occurred?

Ask the "instructor" what he or she felt or thought at certain points. Was the "instructor" aware of all of his or her behaviors? What did the instructor feel—or not feel—about the men or about the women?

QUESTIONS FOR THE "INSTRUCTOR" TO ASK "STUDENTS" IN CONDUCTING A ROLE-PLAY ON THE AMERICAN REVOLUTION

The "instructor" may want to use notes or a cue card to help remember the order of the questions and the behaviors.

1. What were the main activities of the British and American colonial economies at the time of the Revolution? (Agriculture in U.S.; manufacturing, shipping, trade in Britain)
2. How/why did the colonists overcome the great economic power of the British to win the Revolution? (Emphasize weapons, tactics—colonists' "guerrilla" techniques of surprising the enemy from hide-outs in the woods, etc., vs. the British on horseback, etc.)
3. Who were the great American heroes of the time? (Washington, Jefferson, the Adamses, Ben Franklin—talk only about men.)

8. ***Discussion: Strategies for Equitable and Effective Teaching:*** Use the role-playing experience to lead into the presentation and discussion of how teachers can conduct classroom discussion fairly and effectively. This may be done with the whole group or, alternatively, participants may be asked to work in small groups for fifteen to twenty minutes to come up with a list of at least ten strategies. In either case, start the discussion by asking participants what might have been done differently to warm up the climate of the classroom in the role-play. Reinforce the importance of improving classroom behavior and interaction by making these points:

Research shows that those who participate actively in class get the most out of their educational experiences.

Negative classroom experiences can have a profoundly negative effect on women's self-esteem, their choice of educational paths, and their career aspirations.

It's not just women who lose. Men may have their stereotypes of women reinforced. The richness of the educational process as a whole is also diminished when women are left out of the classroom discussion.

If you ask participants to work in small groups, request a member of each group to present its list of strategies to the entire workshop. Record the strategies on the blackboard or flip chart. (Ideally, the strategies that emerge should be incorporated into the list that follows and distributed to the participants—and others, if appropriate—the following week.) After the strategies are listed by each group, the facilitator should check "An Overview of Strategies for Encouraging Women to Participate More in the Classroom" on page 7, adding strategies that may not have been listed.

Faculty members can improve interaction in their classrooms by becoming more aware of their reactions to and interactions with students. They can become more aware by reviewing their notes from today's workshop and asking themselves, "Do I recognize any of these unfair behaviors in my own teaching?" They can ask a colleague or friend to observe their classrooms and take notes on what happens during discussion.

9. ***Questions, Discussion and Wrap-up:***

Ask participants if they have any questions about the material covered in the workshop.

Ask participants what, if anything, they learned that they believe will be helpful in their own work.

Request participants to fill out and turn in the evaluation forms (see box below), which should be in the packet or handed out separately.

Pass out packets of background materials and thank participants for attending and participating.

WORKSHOP EVALUATION

Please complete and hand in before leaving the workshop.

1. Was the material presented in the workshop new to you?
2. What did you find most helpful in the workshop?
3. What did you find least helpful?
4. In order to improve the workshop, what could be done differently? What could you have done to improve the experience for yourself. What could others have done?
5. Do you think you will make changes in your classroom practices as a result of this workshop? Please explain.

An Overview of Strategies for Encouraging Women to Participate More in the Classroom[4]

These strategies can be helpful for encouraging not just women but also minority students and others who may not be taking an active role in the classroom.

1. Be aware of who you are looking at: Make eye contact with all students.
2. Watch for cues that indicate a student wants to speak—eye contact, leaning forward, and so on.
3. Don't always call on the person whose hand goes up first. Increase the "wait time," and endure the silence for a while. Count the seconds until you have hands of both genders.
4. Mentally divide your classroom into four quadrants or nine sections (as in tic-tac-toe) and encourage students in all quadrants to participate. ("I haven't heard from anyone in the back left corner today....")
5. Call all students by name, using first names for all or last names for all. If you call the men "Mister," call the women "Ms. or Miss."
6. Call on women directly. Instructors are more likely to call on men when they raise their hands than on women who do so.
7. Judge students' comments by what they say, not how they say it.
8. Take a poll on a particular question. ("How many believe...?" or "How many don't believe...?") Asking the class to "vote" encourages the sense of participation for all students.
9. Move around the classroom. Talk across the room to a group—don't just address a small coterie of students immediately in front of you.
10. Keep a teaching diary, especially in the beginning of the semester, to help you remember whom you have called on and how often and who is speaking and who is not.
11. Ask the hard questions of both men and women, not just male students.
12. Use examples that include women as well as men.
13. Avoid use of terms such as "mankind" and the generic "he" or "man," which are perceived by many women to be exclusionary.
14. Watch your response when students answer a question: pay attention and give substantive feedback rather than just a nod or an "okay."
15. Praise women as well as men for their comments or contributions.
16. Ask the class to write down the answers (anonymously) to the following questions at the end of each class session: What was the main point of today's discussion? What is the main question you're leaving with?
17. Encourage students to form study groups that rotate their leadership. Have leaders meet with the professor or teaching assistant to plan study sessions and for a debriefing. Tell each leader in the planning session to encourage women to speak.

Tips for facilitators

The following suggestions may assist facilitators in conducting a smooth and productive workshop:

1. Prepare a list of discussion questions before the workshop. Preview the videotape.
2. Emphasize early in the discussion that men and women faculty members alike engage in the classroom behaviors discussed in the workshop, not just men.
3. Encourage everyone in the group—including women—to participate, using strategies suggested in this guide. If you become aware, or if participants point out that you have treated women differently, acknowledge this openly. Point out how entrenched the behavior is and how easy it is not to treat women and men equitably.
4. Be responsive to participants' comments.
5. Don't be afraid to use humor where it's appropriate—for example, in conducting the role-play.
6. Head off conflict by acknowledging that there can be legitimate disagreements over the issues discussed; it's okay to disagree.
7. Watch the time. Be willing to cut off discussion— politely—with a comment such as, "We have so much to cover today. Let's move on to the next issue."
8. Prepare a list of discussion questions prior to the workshop.

OPTIONAL EXERCISES

The following two optional exercises may be added to or substituted for portions of the workshop. They may also be used by themselves, in connection with a faculty meeting, professional development seminar, or student-faculty-administration gathering.[5]

Optional Exercise 1: Defining the Chilly Classroom

Purpose: To allow participants to define sexism and suggest interpretations of how sexism may contribute to a chilly climate in the classroom for women.

Who: Faculty and administrative staff can benefit from defining and hearing the definitions and interpretations of others in the group.

When: This exercise is ideal for opening a workshop or discussion on chilly climate topics. It might be used, for example, in place of the gender quiz (agenda item number three). The exercise works particularly well with participants who have already read the chilly climate papers. For participants who have not read the papers ahead of time, the exercise may be modified as described below.

Why: This exercise provides the group with a common basis for beginning a discussion of chilly climate issues. After hearing the definitions of others, participants are likely to realize that members of the group hold diverse viewpoints.

BEST COPY AVAILABLE

Where: No particular setting is necessary for this exercise. It is helpful for participants to have access to a table or other writing surface.

How: This exercise may provide participants with an activity as they arrive and wait for the workshop or other event to begin. Give each participant a 3" x 5" index card upon entering the room. Proceed with the exercise as follows:

- Ask each participant to write two things on the index card:
  - a definition of "sexism"
  - a statement of how sexism is related to creating a chilly climate in the classroom for women. (If participants have not read the chilly climate papers before the session, ask them how they think that sexism might cause a chilly climate in the classroom for women.)
- Collect the cards.
- Read all of the cards aloud to the group without comment. If the group is particularly large or if time is short, every second or third card might be read. It is important that the group realize that the cards read were not preselected.
- Ask the group for their comments about the definition of sexism and its relationship to chilly climate issues.

Outcome: For most groups, this exercise helps break the ice, unite the participants, and provide a common ground for beginning the session.

Optional Exercise 2: Gender Differences in Experiences With Chilly Climate Issues and Sexism

Purpose: To provide participants with a physical representation of how chilly climate issues and sexism may have affected their education or career.

Who: This exercise is useful for raising faculty members' or administrators' awareness of sexism and chilly climate issues that may affect women and men. Although it may be most effective when used with faculty members in one department, a class of students, or another unit, it may be modified slightly to be used with mixed groups consisting of faculty members, staff, and students from throughout an institution. This exercise requires a group containing both males and females.

Why: Individuals who hear the information about chilly climate issues and sexism may not realize that these incidents occur much more frequently in women's lives than in men's lives. This exercise helps participants understand that sexism affects women more frequently than men.

When: This exercise is most effective when used after a presentation about chilly climate issues and sexism. It is a particularly effective response to the question: "Do sexism and chilly climate issues really affect women more than men?"

Where: A rectangular room or hallway free of chairs or other obstructions is the ideal space in which to permit the free movement of people in the group.

How: The following instructions will help orient the group to the exercise:

- Ask the group to imagine that a line runs from one end of the room to the other. In a small group a row of chairs can be used. They should imagine that one end of the room or line corresponds with: "agree strongly," "always," or the number ten. They should imagine that the other end of the room or line corresponds with "disagree strongly," "never," or zero. In between the two ends are points one through nine which correspond to the gradations between "always" and "never." (e.g., the midpoint between the two corresponds to "sometimes" or "neither agree nor disagree.")
- Ask individuals in the group to stand and to place themselves arbitrarily along the imaginary line.
- Tell the group that you will read a series of twelve statements. Explain that after each statement individuals should move to the position on the imaginary line that corresponds with his or her experience in light of that statement.

Remind the participants to be aware of the position of males compared to females, as well as their own position after each statement.

Statements: The following statements should be read:

1. I think that males are superior to females in mathematical or visual-spatial ability.
2. I often find myself being interrupted or ignored by my colleagues.
3. I have been sexually harassed by an employer or professor.
4. A professor or colleague has questioned whether I am serious about my chosen career.
5. I have given a considerable amount of thought to how well my career plans will fit in with my plans for a relationship and/or family.
6. I have been questioned by my department chair or dean about my plans for marriage or family.
7. All of my classes include information about contributions made by famous people of my sex.
8. My colleagues often make comments to me about my clothes or my physical appearance.
9. I find that I learn the names of members of the opposite sex in my class better than the names of the people of my own sex.
10. A factor in the choice of my field was that it is an appropriate or traditional field for a person of my sex.
11. At least half of the faculty members in my department are of the same sex that I am.
12. I find that I have trouble picturing or including myself when I hear terms like "mankind."

Modifications: The statements may be modified to fit the backgrounds of individuals in the group more appropriately. For example, the sixth statement might be changed to the following for a group consisting solely of students: "I have been questioned by my advisor or a professor about my plans for marriage or family." The eleventh statement might be modified for a group consisting entirely of staff: "At least half of the

employees in my department or division are of the same sex as I am."

Outcome: After all of the statements have been read, ask the group about the differences they observed in gender distributions after each statement. This exercise provides most groups with a physical demonstration that, although some individuals of both genders may have similar experiences—and thus similar opinions corresponding to particular statements—gender differences in experiences are generally revealed by the responses to these statements. Specifically, it shows that sexism and chilly climate issues arise more frequently in the lives of women than of men.

Exceptions: In certain fields such as nursing, which are more traditionally dominated by females, statements 7 and 11 in particular may show the reverse of the usual chilly climate pattern; that is, women will strongly agree with these statements and men will strongly disagree with them.

If participants come from diverse fields that include equal numbers of individuals from disciplines with extremely strong patterns of male or female dominance, gender differences on some statements may be obscured even though sexism exists in that discipline. For example, if 50 percent of the group were composed of engineers (a strongly male-dominated field) and the other 50 percent were composed of nurses, equal numbers of men and women would be likely to agree with statements 8, 10, 11, and 12.

These exceptions and others resulting from the characteristics of each group—for example, a wide range of ages or deviation of a particular department from the national norm in terms of gender distribution—should be discussed when assessing the outcome of the exercise.

Part Two

WARMING THE CHILLY CLASSROOM CLIMATE

> One time the professor called me over to him and told me that I was doing very well in class. Naturally, I was very pleased to hear that. Then he added, "I'm really surprised." I did not know whether to ask him why, to yell at him, to cry or what. I just walked away.[7]
>
> Being a woman is not the problem. The problem is being treated differently.[8]

Women have won many battles to gain entree to academe, but as these comments from female students demonstrate, they still have not achieved true equity in the college classroom.

In recent years, more women than in the past have been entering college and earning graduate degrees in fields, including science and law, that have been considered traditionally male fields.

Educators are rightfully proud of these advances, and it is their continued responsibility to ensure that equal educational opportunities extend far beyond simply admitting women to the halls of academe. For many women, the positive effects of more open campus doors are seriously diminished by the treatment they encounter in the classroom.

The following incidents are typical of hundreds reported in research and studies on numerous campuses. They show that men and women sitting side by side in the same classroom often have very different experiences.

Male students talked much longer in the predominant class circumstance, i.e.,...in which the instructor is male and the majority of students are male.... This finding is noteworthy, since the male teacher/predominantly male class situation is common...at most...coeducational colleges.[9]

A professor repeatedly cuts off women while [they are] in the middle of answering in class. He *rarely* does this to men.[10]

The instructor uses language...that is sexist. Also, on occasion, he treats female students in a manner that shows that he feels females are less able to learn the material than males.[11]

A black medical student cited a small-group learning situation in which the instructor never looked at her and responded only to the people on either side of her.[12]

According to one study of graduate students: Women were more likely to report use of familiar terms like "dear," "honey," "sweetie," "cutie," "baby-doll," and "hot stuff."[13]

This type of teacher behavior—although it may be both subtle and inadvertent—can be "chilling" to women students. In the short run, it discourages women from participating fully in class and in other aspects of the educational process, such as laboratory work. In the long run, it can undermine a woman's sense of self-worth, lead her to question her own abilities, and divert her from educational and career paths that she sees as dominated by men. By ignoring women in the classroom, discouraging their participation, or devaluing their contributions, faculty members often inadvertently reinforce a vicious cycle of inequity that in the past blantantly limited women's options and opportunities.

These behaviors can be doubly damaging to minority women who may be singled out or isolated from full participation in the classroom because of both their sex and race. When teachers assume that minority students are less qualified or that they have "natural ability" in certain subjects (for example, Asian American women have good quantitative skills) or when they misread nonverbal cultural cues (for example, attributing an African American woman's silence to "sullenness"), they reinforce barriers to equity in the classroom.

Following the 1982 publication of *The Classroom Climate: A Chilly One for Women?*, many institutions began to examine this issue and conducted workshops to increase faculty members' awareness. Additional research and publications have expanded the knowledge about differential behavior.

INEQUITABLE BEHAVIOR: NOT LIMITED TO THE COLLEGE CLASSROOM

Like any other institution, academe reflects the strengths, weaknesses, and biases of our wider society. Thus many patterns of behavior of students and faculty members often may be formed long before they arrive on campus for the first time.

Everyday experiences within and outside of the classroom can contribute to an environment of inequities that are so subtle and so "normal" that we may not even be aware that they are chilling the climate.

Mary P. Rowe, Special Assistant to the President at the Massachusetts Institute of Technology, has coined the term "micro-inequities" to describe these everyday interchanges in which individuals are singled out or ignored because of race, sex, or age. She suggests that while one small disparaging comment or oversight that affects members of a particular group may go unnoticed, many small differences in treatment

can add up to an environment that "maintain(s) unequal opportunity, because they are in the air we breathe...and because we cannot change the personal characteristic...that leads to the inequity."[14] To the individual to whom it happens, these inequities make a difference.

These types of everyday inequities also occur in elementary school. Ongoing research shows that primary school teachers tend to:

- talk more to boys and ask them more "higher order" questions
- give boys specific instructions on how to complete a project, but show girls how to do it, or do it for them
- praise boys for the intellectual quality of their work and criticize them for lack of form and neatness, but do the opposite for girls.[15]

One result of such differential treatment, according to a study the by American Association of University Women, is that by the time girls reach adolescence, they have lost much more of their self-esteem than boys. The same study also noted that girls set their career goals lower than their male counterparts even when their accomplishments and potential were similar.[16]

The types of elementary school classroom practices described above, as well as other patterns of inequities in the broader society, contribute to a classroom atmosphere in which women's activities are devalued in comparison to men's and to a society that assumes that men's activities and words are more important and women's less so.

A series of related studies have documented this phenomenon. In one study, first done in 1968 and replicated fifteen years later, college students were asked to rate identical articles according to specific criteria. Names of authors were clearly male or female but were reversed for each group of reviewers: an article that one group thought had been written by a male, the second group thought had been written by a female. As in the first study, articles thought to have been written by women consistently were ranked lower than when they were thought to have been written by men.[17]

In a similar study, college faculty members were asked to make hypothetical hiring decisions based on résumés identified as belonging to either men or women. For résumés with male names, chairs recommended the rank of associate professor; the identical résumés with female names merited only the rank of an assistant professor.[18]

OVERT AND SUBTLE, INADVERTENT BEHAVIOR

Patterns of behavior that suggest women are less valuable are often acquired in and reinforced by schools and society. Such behaviors may carry over into the the way college and university faculty members treat students according to gender rather than individual attributes. As a result, women's educational experiences may differ considerably from men's, even when they attend the same institutions, share the same classrooms, and work with the same advisors.

Most faculty members want to treat all students fairly and as individuals with particular talents and abilities. There is wide anecdotal and empirical evidence, however, that in many cases faculty members—men and women alike—treat male and female students differently in the classroom and in related learning situations.

These behaviors toward students tend to fall into two categories—overt and subtle, inadvertent behaviors. Overt behavior, whether conscious or not, usually manifests itself in statements or questions; for example, a teacher may suggest that women should not be in the class because the material is too difficult for them. Inadvertent, covert, or subtle behavior—when the faculty member does not realize he or she is treating male and female students differently—often includes nonverbal cues as well as comments, sending messages that the instructor does not take seriously or value the contributions of female students.

The subtle biases in the ways teachers think about male and female students are typically so ingrained that the behaviors that express those biases go unnoticed by teachers and students alike. Consider this example: One male teacher who participated in a workshop similar to the one described in this handbook had won national awards for his dynamic teaching style. After analyzing his teaching style on a videotape, he was amazed to find that he spoke primarily to male students.[19]

Examples of overtly discriminatory faculty behavior in the classroom and related contexts include comments and actions that may disparage women and their abilities and question the commitment of women students to their education. For example:

- comments that disparage women, such as habitual references to "busy-body, middle-aged women"
- comments that disparage women's intellectual ability, such as, "You girls don't understand...." or "Although women may not think so, we all agree that...."
- comments that disparage women's seriousness and/or academic commitment, such as, "I know you're competent, and your thesis adviser knows you're competent. The question in our minds is 'Are you really serious about what you're doing?' "
- comments that rely on sexist humor as a classroom device, either "innocently" to "spice up a dull subject" or with the conscious or unconscious motive of making women feel uncomfortable; one often-reported example is using *Playboy* centerfolds or similar pictures of women in anatomy teaching slides.

One student at a northwestern university said:

> I was really nervous, but I asked my professor why he only talked about women as consumers or secretaries. He said, "Oh no, we have one of those women libbers in here." I didn't open my mouth for the rest of the term.[20]

BEST COPY AVAILABLE

One way to understand the invidious nature of these types of comments and actions is to compare them to similar racial remarks. Most of us would be appalled if professors made disparaging remarks about the academic commitment of African American or other minority students or used racial humor as a "teaching device."

The nonverbal, often unconscious behavior of faculty members can have as much or more of an impact on classroom climate as overtly disparaging comments. Following are examples of some of the nonverbal behaviors that faculty members may exhibit in reacting to men and women students:

making eye contact more often with men than with women, offering more encouragement to men to participate in class

nodding and gesturing more often in response to men's questions and comments than to women's

varying tone of voice, communicating interest when talking with men; but speaking to women in a patronizing or impatient tone

assuming a posture of attentiveness (for example, leaning forward) when men speak but assuming the opposite attitude (such as looking at the clock) when women make comments, or worse, frowning when women speak.

Additional examples of unequal treatment of men and women by faculty members include:

grouping students according to sex, especially in a way that implies women students are less competent and have less status; for example, some women have reported that certain professors instruct male medical students to "scrub" with the faculty but women students to "scrub" with the nurses

favoring men in choosing student assistants

giving men detailed instructions on how to complete a problem or lab assignment with the expectation that they will eventually succeed on their own but doing the assignment for women or allowing them to fail with less instruction

giving men credit more often, as in "You mentioned earlier," or "As Mike said...."

allowing women to be physically "squeezed out" from viewing a laboratory assignment or a demonstration

treating women in a sexual manner or focusing on women's sexuality or avoiding showing any interest in or support for a woman for fear that she will charge sexual harassment.

WHAT DIFFERENCE DOES DIFFERENTIAL TREATMENT MAKE?

The potential effects of such differential treatment in class take on added significance in light of research findings suggesting that men and women may react differently to nonverbal cues. One group of studies suggests that women may be more sensitive to nonverbal cues than are men, making them more receptive to signals that encourage them, such as eye contact and nodding. Women may also be more conscious of the mixed messages that emanate from "mixed signals," for example, when a faculty member makes a positive verbal statement but couples it with negative nonverbal behavior such as shuffling papers or looking elsewhere.[21]

Other research has pointed out some gender differences in the use of language. Hesitation, false starts, speaking in a high-pitched tone, using tag questions ("This is really important, don't you think?") and qualifiers ("This doesn't make sense but...") are characteristics of many women's speech. Women in North America are also more likely to use excessively polite, deferential, and apologetic speech forms ("I'm probably wrong but...") and to accompany their remarks with "submissive" gestures, such as smiling inappropriately or averting their eyes. Men, on the other hand, speak less politely and more assertively, reinforcing their comments with gestures such as pointing.[22]

Women's use of tentative speech enhances their ability to "influence a man," concludes one researcher, "but reduces her ability to influence a woman." Research further indicates that, "nevertheless, both male and female speakers judged a woman who spoke tentatively to be less competent and knowledgeable than a woman who spoke assertively, but did not consider language when rating the competence and knowledge of male speakers."[23]

Because the more valued style of speech in academe is assertive and direct, these differences in style may create an impression, both among faculty members and other students—male and female—that women in the classroom are not as bright or as serious as the men. As a result women students may not be listened to, may be interrupted more than men, and have the substance of what they say devalued.

Thus many women are hesitant to speak at all. A Princeton University graduate student in economics explains:

> Since women are such a striking minority, any time one of us comments or raises a hand, it is very noticeable. For those who thrive in the spotlight, this is beneficial, but the worry that any mistake will be very noticeable makes being vocal frightening for some of us."[24]

After studying and analyzing videotapes of classroom interactions volunteered by twelve men and twelve women instructors at Harvard College, Catherine Krupnick identified four factors that contribute to minimizing female participation in class: "Their demographic status as members of a minority in the classroom; their inability or unwillingness to compete against men; their vulnerability to interruption; and the fact that men and women talk in runs."[25] (She defines a "run" as a situation in which one gender dominates the conversation during a given period.)

The chilly climate created by unequal treatment of men

and women students hurts women by limiting their participation in the educational process and reducing their aspirations. One student has said:

> My high school girlfriends used to be the brightest and the most talkative students in class. When we got together during our first vacation from college, the girls who went to co-ed schools said they hardly talked at all in their classes. I couldn't believe it! I go to [a prestigious women's college] and women are not at all reticent there.[26]

Instead of sharpening women's intellectual abilities, differential treatment may make women believe—and act as though—they are unwelcome, as if their contributions are not important and their intellectual capacity lacking. As a result, women may opt out of participating in discussions or shy away from seeking help from faculty members outside the classroom. Their self-esteem may diminish, and they may feel that they have less inherent ability. For example, they may be more likely to blame themselves when they find that a course is difficult ("I'm not smart enough to do the work.") and thus drop a course altogether. A male student's reaction may be: "It's a tough course; I'll have to work harder."

One study of high school valedictorians showed that prior to entering college 23 percent of the males and 21 percent of the females felt intellectually "far above average." Two years later, 22 percent of the males felt intellectually "far above" their peers, but only 4 percent of the women felt above average despite the fact that their grades were similar to the men's. After four years of college, 25 percent of the males felt intellectually "far above" their peers; however, not one of the women believed that about herself.[27]

In evaluating the long-range significance of women's classroom participation patterns, Catherine Krupnick emphasizes that "classroom environment, the development of self esteem, and, later on, self-confidence in a profession, may be linked ...in recent years, more than a dozen studies have provided evidence of women's lower self-esteem in coeducational colleges than in single-sex schools.... The effects of low self-esteem carry over into graduate school and professional life."[28]

Thus the cumulative effects of the chilly classroom climate on women can be severe, undermining their self-confidence, limiting their visions of educational and career options, and convincing them to avoid an educational or career path because they feel unwelcome or incapable of succeeding.

Male students who participate in classes and other programs where women are demeaned or discouraged from interacting also suffer. Their own educational experiences may be less rich because they are denied the benefits of a wider range of views and interactions in the classroom. Exposure to an environment in which women are ignored or put down may reinforce men's stereotypical ideas about women and make it more difficult for them to establish comfortable relationships with women in the workplace.

When women are treated as if their contributions are insignificant, when a faculty member signals to women students that he or she has low expectations about their performance, the entire educational milieu suffers. The reticence of individual women to participate, the silent message that men are the major movers and shakers in the educational process, and a climate in which students fear being ridiculed or ignored: all are antithetical to the spirit of inquiry and receptivity that ideally characterizes a vigorous educational enterprise.

WARMING UP THE CLIMATE

What can be done to change the learning environment for women on campuses? The answers to this question vary enormously, as documented by a wide range of activities undertaken in recent years by administrators, faculty members, and students across the country. Many individual policies, decisions and actions contribute to the general atmosphere on campus. Many institutions have used *The Classroom Climate: A Chilly One for Women?* as the basis for educating administrators and faculty members about the impact of their classroom behavior, analyzing the climate on their own campus, or as a curriculum resource.[29]

At one school the dean sent the paper to department chairs and asked them to respond and indicate how they would deal with the issues raised by the paper with their faculty members. On another campus, the Association of Women Students sends a copy of the paper to certain faculty members who treat women students in a discriminatory manner. This allows an individual woman student to make the faculty member aware of the issues without jeopardizing that student's subsequent performance and evaluation.

Change—on any campus—generally requires four main steps:

- legitimizing the issue
- gaining support from the institution's top leaders
- providing technical assistance
- involving people—in this case, administrators, faculty members, and students—directly in addressing the problem.

Recognizing the problem, creating awareness of it, and articulating it to the entire campus community all contribute to legitimizing the issue. A crucial first step in accomplishing these goals is to promulgate a policy statement from the highest levels of the institution: the president and the board of trustees.

The policy statement should have two components: a general commitment to addressing equity issues on campus and a specific statement about the need to ensure that men and women are treated fairly in the classroom. This commitment to sex equity, and to identifying and removing barriers to equity, can be followed up by researching the problems on a

particular campus—for example, by asking observers to attend classes and take notes on what happens in the classroom—and by providing technical assistance in devising strategies to encourage positive faculty-student interactions.

HELPING COLLEGE TEACHERS BECOME MORE EQUITABLE AND EFFECTIVE

The heart of the educational process is what actually happens within the classroom. Inadvertent verbal and nonverbal behaviors play a major role in determining how students feel about being in a particular class and whether students engage in and reap the maximum benefits from the educational experience. That many faculty members unknowingly treat men and women differently in their classrooms has been documented by numerous researchers. However, faculty members can be taught to eliminate unfair behaviors and replace the chilly classroom climate with a more interactive classroom that provides a better learning environment for all students.

One study, conducted at Wheaton College in Norton, Massachusetts, two years after the institution admitted men for the first time showed that although only 10 percent of the students in the classroom were men, these male students did 25 percent of the speaking in class. This pattern occurred despite the fact that the majority of faculty members were women and that women were the majority in every class.

Analysis of videotapes of classroom sessions at Wheaton showed that men put their hands up to respond to questions faster than women and that women often allowed more time before responding and were more likely than men "to enlarge on the ideas of a previous speaker rather than to challenge his or her initial assumption."[50]

Another study, conducted by Myra and David Sadker, documented that instructors may be unaware of their patterns of classroom behavior. The study was based on a sample of forty-six professors and their classrooms. Half had participated in a workshop designed to help them identify and eliminate sex-biased interactions between students and faculty members and to understand teachers' responses to what students said in the classroom. The other half, who served as a control group, had not attended the workshop. Classes of faculty members in both the experimental and control groups were visited by trained observers who recorded teacher-student interactions based on a numerical rating system.

The workshop concentrated on sensitizing faculty members to sex-differentiated behavior in the classroom. Participants viewed a videotape summarizing relevant research and were asked to analyze a videotape depicting a teacher's classroom behavior. The first time participants saw the videotape on classroom behavior, they concluded that the instructor was treating all students fairly. When viewing it a second time and after having been trained what to look for, they realized that the instructor asked three times as many questions of the male students and gave four times as much praise to male students as to female students.

The twenty-three instructors in the experimental group also attended a microteaching clinic featuring videotaping and analysis of the specifics of their own teaching style. In the clinic they focused on how to give equal attention to all students in the classroom and on how to respond to students precisely, rather than with vague, general comments—such as "uh-huh," or "okay"—that give little feedback and may confuse students or discourage them from being active in the classroom.

When the teaching techniques of faculty members who had attended the workshop were compared with those of the control group, the researchers found significant differences. Classrooms of faculty members who had participated in the workshop were more interactive; men and women participated equally, and there was greater participation by students in general. These instructors also gave students more precise feedback on their comments and questions and demonstrated less sex bias in their instruction.[51]

Conscious self-assessment and observation of colleagues in the classroom can provide insights into inequities that occur in the classroom. Even the simple act of listing the names of the students in a faculty member's classes can be a tip-off to problems if the instructor remembers mostly men's names and very few women's.

Faculty members can heighten their own awareness of how they treat their students by responding to a few simple questions, including: Which students would I like to have as future colleagues? As research or teaching assistants? Are any of these women? Are men and women both represented according to their abilities?

Which students in my classes are the most creative? Are women included? Do I represent both men and women equally and fairly when I write letters of recommendation or nominate students for awards or fellowships? Do the recommendation letters for women more often refer to their appearance, character, personality, or marital or parental status?

Another way to analyze faculty classroom behavior is to request that a friend, colleague, or teaching assistant sit in on classes and record notes about student-teacher interactions or to make audio- or videotapes of some class sessions. From the notes or the tape it is possible to analyze the numbers of males and females who are called on; which students participate most actively in class; whether the instructor favors one part of the room in addressing the class or calling on students; and whether the instructor's verbal responses are similar for all students. This type of data can provide faculty members with a basis for eliminating behaviors that are unfair or inequitable and to replace them with behaviors that encourage all students to participate in classroom discussion.

The essence of the productive classroom is the active engagement of student and teacher as well as student and stu-

dent in the learning process. It is based on a commitment to open discussion, participation of all students, equal respect for all students, and recognition of and response to students as individuals rather than representatives of a gender, minority, ethnic, age, or other group.

CHECKLISTS FOR ASSESSING FACULTY MEMBER BEHAVIOR

What are the teacher behaviors that discourage women's participation and, ultimately, may undermine their self-confidence and educational and career aspirations? How can an instructor encourage women to participate more actively in class?

The following two lists—based on studies of classroom interaction and the differences between men's and women's styles of speaking—can help members of the campus community identify problem behaviors quickly and suggest some specific remedies for them. Many of the techniques will also work with students of color or others who may not be participating.

The first, "How to Discourage Women from Participating in Class," lists unconscious verbal and nonverbal behaviors that make women students feel unwelcome or unworthy in the classroom. The second, "Ten Ways to Encourage Women to Talk," suggests how instructors can make concerted efforts to encourage the participation of women in their classes.

How to Discourage Women from Participating in Class

1. When you address the class or ask a question, look primarily at men, as if they are the ones you expect to respond.
2. Call men by their last names ("Mr. Smith..."), women by their first.
3. Respond to women's comments with negative body language, such as avoiding eye contact, looking out the window, or shuffling papers.
4. Ignore male students when they interrupt women students, squeeze out women students during a lab demonstration, or show hostility by commenting loudly or even hissing when women speak about women's issues.
5. Judge the content of what women are saying by how they say it. If a woman speaks hesitantly or apologizes ("Maybe I'm wrong, but...") assume that she is not too bright.
6. Respond to women's comments with an "uh-huh," or "okay" but offer precise, substantive responses when men speak.
7. Use examples that exclude women as participants ("When we were boys we did this...").
8. Tell sexual jokes or joke about male chauvinism.
9. Call on minority women primarily to express a minority point of view, implying that they have no individual point of view.
10. Make seemingly "helpful" comments that disparage women's abilities, such as: "I know women usually have trouble with numbers, but I'll give you some extra help."

Ten Ways to Encourage Women to Talk in Class

1. On the first day, tell the class that you expect all students to participate equally, not on a daily basis but over the course of the semester. Say that you will be calling on students and then ask students who are uncomfortable with this to come see you after class. Tell them you will work with them on their contributions to the class. One way to help a student who comes to you is to share the questions you will use in the class and ask the students to rehearse the answer with you.
2. Call women by name, and refer to students' contributions by name.
3. Call on women directly even if they don't raise their hands.
4. Call on women and men in roughly the same proportions as their ratio in the classroom.
5. After asking a question, wait five or ten seconds for hands to go up. The average "wait time" after asking a question is one second. Count one thousand, two thousand, three thousand to help you endure the silence. Recognize that women often wait longer than men to raise their hands because they are thinking about what to say.
6. "Coach" women as well as men with comments and questions such as: "Tell me more," or "Why do you think that is?" Coaching conveys your belief that the student is bright enough to say more.
7. Watch for women's nonverbal cues, such as leaning forward, and then engage them by saying something like, "Can you start us off?" or "Would you like to add to this?"
8. When a student deserves it, offer praise. ("I like what you said," or, at least, "That's an interesting idea.")
9. Keep a teaching diary, especially at the beginning of the semester. Record in it which students are contributing and which are not. Make a point of encouraging the "silent" students.
10. Use the same tone when talking to women students as when talking to men. Don't be impatient or condescending.
11. Avoid the so-called generic "he" or "mankind." When you say "he or she," you communicate your awareness of women's concerns.

Many institutions, as well as individual administrators and faculty members, have made important strides toward equalizing opportunity for women. But as some of the research cited here shows, we are all influenced deeply by the educational and social environments in which we grew up and were educated as well as by societal patterns of beliefs and behaviors.

It has become less common for individuals and institutions —on campus or off—to make openly discriminatory statements about women or minorities, to overtly deny access to services, or to restrict the civil rights of a particular group in

BEST COPY AVAILABLE

our society. Yet many of us still are acting—often unconsciously—on the basis of deeply ingrained attitudes. Our behaviors can damage seriously women's perceptions about themselves and reduce their expectations of success in their educational and professional lives. Women often come to school with a willingness to subordinate themselves in the classroom. It is our job as educators to undo the conditioning of the past by making their experiences in college different.

If academe is to fulfill its highest purpose—educating every student to her or his full potential—these deeply rooted behaviors that impede women's full participation in academic life must be replaced by more inclusive, more encouraging teaching habits.

NOTES

1. Roberta M. Hall and Bernice R. Sandler, *The Classroom Climate: A Chilly One for Women?* (Washington, D.C.: Project on the Status and Education of Women, Association of American Colleges, 1982).
2. Myra and David Sadker, "The Effects of a Teacher Effectiveness and Sex Equity Training Program on Postsecondary Classroom Interaction." Paper presented at the American Educational Research Association's annual conference in San Francisco, Calif., 1986.
3. The source for this section of the workshop is "Training for Equity and Effectiveness in College Teaching," a paper given by Myra and David Sadker at the 1988 Mid-Continent Regional Educational Laboratory in Denver, Colo.
4. Some of these strategies were developed by Catherine G. Krupnick, Graduate School of Education, Harvard University.
5. These exercises have been reproduced, with minor modifications, from *Female-Friendly Science: Applying Women's Studies Methods and Theories to Attract Students* by Sue V. Rosser (New York: Pergamon Press, 1990).
6. This exercise can be modified to relate to multicultural issues by asking people to define an exclusionary environment.
7. Women's Issues Commission of the Michigan Student Assembly and the Task Force on Climate Issues of the President's Advisory Committee on Women's Issues, University of Michigan, "Gender and Academic Climate at the University of Michigan—Student Voices," 1991.
8. *Radcliffe News* (Summer 1990).
9. Catherine G. Krupnick, "Women and Men in the Classroom: Inequality and Its Remedies," *Teaching and Learning*, Vol. 1, No. 1 (May 1985): 18.
10. Hall and Sandler, *Classroom Climate*, 1.
11. Margo W. Macleod, *A Study of Classroom Climate at Hamilton College* (Clinton, N.Y.: Hamilton College, 1989), 30.
12. Hall and Sandler, *Classroom Climate*, 12.
13. Private communication to Bernice R. Sandler.
14. Hall and Sandler, *Classroom Climate*, 5.
15. Ibid.
16. Greenberg-Lake, The Analysis Group, Inc., for the American Association of University Women, *Shortchanging Girls, Shortchanging America* (Washington, D.C.: American Association of University Women, 1991).
17. Bernice R. Sandler and Roberta M. Hall, *The Campus Climate Revisited: Chilly for Women Faculty, Administrators, and Graduate Students* (Washington, D.C.: Project on the Status and Education of Women, Association of American Colleges, 1986), 3.
18. Ibid.
19. Myra and David Sadker, "The Effects of a Teacher Effectiveness Training Program on Postsecondary Classroom Interaction."
20. *The Chronicle of Higher Education*, 25 June 1986, "In Box" section, 16.
21. Hall and Sandler, *Classroom Climate*, 9.
22. Ibid.
23. Linda L. Carli, "Gender, Language and Influence," *Journal of Personality and Social Psychology*, Vol. 59, No. 5 (1990): 948.
24. Rebecca Blank, Harvey Rosen, Hugo Sonnenschein, "Gender Differences in the Graduate Program," memorandum to Professor Richard Quandt, Department of Economics, Princeton University, April 6, 1988.
25. Krupnick, "Women and Men in the Classroom: Inequality and Its Remedies," 21.
26. Hall and Sandler, *Classroom Climate*, 17.
27. *The Chronicle of Higher Education*, 9 October 1985, "Notebook" section, 31.
28. Krupnick, "Women and Men in the Classroom: Inequality and Its Remedies," 23.
29. Liz Johnson and Roberta M. Hall, *Selected Activities Using* The Classroom Climate: A Chilly One for Women? (Washington, D.C.: Project on the Status and Education of Women, Association of American Colleges, 1984).
30. Edward B. Fiske, "Lessons," (a report on research conducted by Catherine G. Krupnick) *New York Times*, 11 April 1990, B6.
31. Joan E. Long, "The Effects of Teacher Sex Equity and Effectiveness Training on Classroom Interaction at the University Level," a paper presented at the National Conference of the American Educational Research Association in April, 1987. See also, Myra and David Sadker, "Confronting Sexism in the Classroom" in *Gender and the Classroom*, ed. Susan L. Gabriel and Isaiah Smithson (Urbana, Ill.: University of Illinois Press, 1990), 176–87.

SELECTED LIST OF READINGS

Ehrhart, Julie Kuhn and Bernice R. Sandler. *Looking for More than a Few Good Women in Traditionally Male Fields.* Washington, D.C.: Project on the Status and Education of Women, Association of American Colleges, 1987. (Now exclusively available for $5 from the Center for Women Policy Studies, 2000 P Street, N.W., Suite 508, Washington, D.C. 20036.)

Friedman, S. S. "Authority in the Feminist Classroom: A Contradiction in Terms?" *Gendered Subjects: The Dynamics of Feminist Teaching.* Edited by M. Culley and C. Portuges. Routledge & Kegan Paul, 1985.

Geis, F. L., M. R. Carter, and D. J. Butler. *Seeing And Evaluating People.* Revised edition. Newark, Del.: University of Delaware, 1986. (Available for $5 from the Office of Women's Affairs, University of Delaware, Newark, Delaware 19711.)

Henley, Nancy and Cheris Kramarae. "Gender and Power as Issues in Miscommunication." *Problem Talk and Problem Contexts: A Handbook of Miscommunication.* Edited by Nikolas Coupland, John Wiemann, and Howard Giles. Bristol: Multilingual Matters, 1990.

Henley, Nancy, Cheris Kramarae, and Barrie Thorne, eds. *Language, Gender, and Society.* Rowley, Mass.: Newbury House Publishers, 1983.

Klein, Renate D. "The Dynamics of the Women's Studies Classroom: A Review Essay of the Teaching Practice of Women's Studies in Higher Education." *Women's Studies International Forum* 10 (1987): 187–206.

Kramarae, Cheris and Paula A. Treichler. "Power Relationships in the Classroom." *Gender in the Classroom.* Edited by Susan Gabriel and Isaiah Smithson. Urbana, Ill.: University of Illinois Press, 1990.

Kramarae, Cheris and Paula A. Treichler. "Women's Talk in the Ivory Tower." *Communications Quarterly* 31 (1983): 118–32.

Pemberton, Gayle. "On Teaching the Minority Student: Problems and Strategies." Bowdoin College, 1988.

Schuster, M. R. and S. R. VanDyne. "The Changing Classroom." *Women's Place in the Academy: Transforming the Liberal Arts Curriculum.* Totowa, N.J.: Rowman & Allanheld, a division of Littlefield, Adams, and Co., 1985.

Spelman, Vicky. "Combating the Marginalization of Black Women in the Classroom." *Women's Studies Quarterly* 10, 2 (1982): 15–16.

Tannen, Deborah. *You Just Don't Understand.* New York: Ballantine Books, 1990.

Thorne, Barrie. "Rethinking the Ways We Teach." *Educating the Majority.* Edited by Carol S. Pearson, Donna L. Shavlik, and Judith G. Touchton. New York: American Council on Education/Macmillan Series on Higher Education, 1989.

Van Nostrand, Catherine Herr. "Gender-Responsible Leadership: Detecting Bias, Implementing Interventions." Newbury Park, Calif.: Sage Publications, due in spring 1992.

AAC&U
Association
of American
Colleges and
Universities

1818 R Street NW
Washington DC
20009

The Association of American Colleges is the only institutional membership higher education association whose primary mission is improving undergraduate liberal education. AAC's goals—promoting lifelong humane and liberal learning, strengthening institutions of higher education as settings for liberal learning, and extending the benefits of liberal learning to all—are carried out through research, projects, publications, and workshops.

AAC's programs reflect its commitment to enhancing public understanding of liberal learning, strengthening general and specialized curricula, improving teaching and learning, increasing opportunities for equity and achievement, and developing institutional and academic leadership. Founded in 1915, AAC comprises more than 630 public and private colleges and universities.